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Institute for Training Follow Through Personnel in Parent Participation and Education.
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A two-week summer training workshop will be conducted as the first step in a year-long relationship between six local communities (Providence, R.I.; Richmond, Va.; Jonesboro, Ark.; Lac du Flambeau, Wis.; Yakima, Wash.; Jacksonville, Fla.) and the University of Florida, Gainesville. (Each will use the Florida Parent Education Model--see SP 002 385--in a Follow Through compensatory education program. The approach requires the utilization of nonprofessionals as classroom teacher aides and as teachers of mothers in the home.) The 45 workshop participants will be teams from each of the communities: a Follow Through Coordinator, the kindergarten and first grade teachers, and the teacher aide/parent educators. Both teachers and aides will receive (1) lecture-discussions and readings in childhood development and learning, especially of disadvantaged pupils and (2) laboratory skill training in techniques of classroom and pupil observation. Teachers will receive training in techniques for supervising another adult in the classroom and in classroom management of learning tasks. Aides will have a practicum in techniques for teaching mothers in the home. (Included are a general description of the Follow Through program; objectives for the Florida Model; and notes on institute facilities, evaluation, instructional staff, and participant eligibility.) (JS)

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Plan of Operation

Abstract

A. University of Florida

B. Institute for Training Follow Through Personnel in Parent Participation and Education

C. Ira J. Gordon

D. Teachers (45), Coordinators of Follow Through Programs and Aides from six Follow Through Communities.

E. August 5 through 16, 1968

F. The program is the first step in at least a year-long relationship between six local communities (Providence, Rhode Island; Richmond, Virginia; Jonesboro, Arkansas; Lac du Flambeau, Wisconsin; Yakima, Washington; Jacksonville, Florida) and the University of Florida. Each of these six communities will use the Florida Parent Education approach as its major innovation in its Follow Through program. The approach requires the utilization of nonprofessionals as technical assistants to instruction in the classroom and as teachers of mothers in the home. In order to accomplish these roles, special training is required for both the classroom teacher and the parent educator in: Child development, observation skills, small-group work, and home visitation. The Institute will provide the initial training in these skills. This will be followed by continual contacts throughout the year between the communities and the University. There are two special features: First, the utilization of the nonprofessional in these new roles; and second, the unique arrangements for training, communication, feedback and assistance between the University and the six communities. We believe this particular approach offers great advantages and also demonstrates new roles and new pathways for University-community-school interaction.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1. Introduction

The United States Office of Education through its Division of Compensatory Education has established a unique program for the relationship between local communities and University centers for Operation Follow Through. Certain innovative models based upon careful research have been selected by the Office as proposed models to be used by local communities for their Follow Through activities. The University of Florida's Parent Education Model is one of those so selected. Five local communities geographically dispersed throughout the United States (Providence, Rhode Island; Richmond, Virginia; Jonesboro, Arkansas; Lac du Flambeau, Wisconsin; Yakima, Washington) have chosen to use the University of Florida as the agency with which they wish to work for both the program and research and evaluation of their Follow Through endeavors this coming year. A sixth community, Jacksonville, Florida, will be involved through Title III. The Florida Parent Education Program Model for Follow Through has as its major elements:

1. The use of mothers from the Follow Through School as parent educators.
   A. The parent educator serves as an aide in the classroom.
   B. The parent educator serves as a home visitor to the homes of the children in the classroom in which she is working.
2. The teacher aide role carries with it two technical tasks which assist in the instructional program in the classroom.
   A. The presentation of learning tasks to individual and small groups of children. These tasks are to be carefully worked out by the teaching team and taught to the aide so that she can implement them without direct teacher supervision.
   B. The collection of observational data on individual children, small groups, and total class so that this information can be used by the teaching team in making instructional decisions. These observations

are systematic and cut across both the cognitive and the affective elements of the classroom. The aide will be taught to carry out these observations.

3. The parent educator role consists of scheduled periodic (once-a-week desirable) visits to the homes of the children in the room. On these home visits, she will teach the mother some of the tasks or complementary tasks to those she is teaching the child in school. She will also collect certain information on the home and whether the home does try to follow what the school is suggesting.
4. The parent educator will serve as a liaison between the classroom teacher and the community and will work with the classroom teacher for small-group sessions and parent education meetings. In this way she will be able to inform the teacher about the community and the community about the school.

In order to achieve the new types of relationships necessary between teacher and aide in kindergarten and first grade Follow Through classrooms, it is obvious that special and specific training of both teacher and aide prior to the beginning of school are essential.

The basic purpose of Follow Through is to improve student intellectual and affective development through changes in the institution and changes in the nature of community-school relationships. The Florida Program represents a model for changed institutional relationships. Aides will be utilized for technical tasks in assisting in instruction and improving home-school relationships. The development of a parent educator role, carefully delineated to accomplish specific objectives in the area of pupil growth, is the key factor.

2. Objectives

In order to discuss objectives of the training institute it is first necessary to discuss the general objectives for the Florida Parent Education Follow Through Model and then to demonstrate how training relates to these objectives. The program emphasis is on the use of nonprofessionals as parent educators with major responsibility for curriculum content and supervision resting with the classroom teacher and the school. Particularly, we seek:

1. Changes in mothers' (including parent educator):
   A. Attitudes toward school (toward more favorable).
   B. Language (movement toward standard speech).
   C. Actual involvement in school activities (increase).
2. Changes in the school through:
   A. Improvement in teacher morale.
   B. Changes in classroom organization and duties, as they refer to the teacher and the aide.
   C. Changes in teachers' language (toward more effective communication with disadvantaged pupils).
3. Changes in pupils':
   A. Self-concept (toward more positive).
   B. Classroom behavior (more work-orientation, involvement).
   C. Achievement in school activities (higher level of performance).

In order to achieve this broad range of objectives the teacher and aide need specific training in:

1. Knowledge of child development, especially as it applies to the kindergarten-first grade years and to disadvantaged pupils.

2. Knowledge of and practice in the use of the aide to assist in instruction and pupil evaluation.

3. Knowledge of and practice in techniques of home visitation for the purpose of helping the mother reinforce what is occurring in the school.

4. Knowledge of and practice in the description and organization of learning tasks in such a fashion that the aide can use them without direct supervision, both with youngsters in school and with parents at home.

The objectives of the Institute would be to provide the above knowledges and skills in a highly concentrated workshop atmosphere of two weeks in length.

3. Participants

The participants, 45 in number, will be teams from the six communities mentioned above. The Follow Through coordinator or a person close to that position will be one member of the team. Other members will be the prospective kindergarten and first grade teachers and the prospective aides--parent educators. The teacher and aide will come together in the Institute so that they can learn together a common set of information and skills to be applied in the classroom and in the home upon their return. A basic element in the Florida Model is the upgrading of the aide to carry on technical tasks. It is critical that the teacher and the aide learn this together.

Selection of members of the team will be made by the six local communities since they are obviously in a far better position to know who will be working in their programs and what responsibility they will hold.

4. Criteria for elegibility of participants

Since this is an innovative type of program combining professional and nonprofessional, the usual criteria of educational background and amount of preparation will not apply. The classroom teacher will be certified at the appropriate kindergarten-primary level and w'll have had a modicum of successful teaching experience at this level. The teacher will be presently engaged in teaching in the local community in the particular school to which she will return. The aide--parent educator will be a mother whose child is in the school or who lives in the immediate community being served by the school. She will fit the normal requirements for being included in a Title I population. No academic requirements are set but literacy, intelligence, and a background of interest in the affairs of the local community are expected criteria. The final selection as well as all preliminary steps in selection will be the responsibility of the local community.

5. Formal program

The Institute will be a two-week workshop running five days a week, eight hours a day. Obviously, a variety of activities will encompass each day and each week. Some of the objectives described above can best be met through the process of work. Institute participants from varying educational backgrounds and locations will work together in laboratory and discussion to increase their communication and understanding of the viewpoints and responsibilities of teacher and parent educator. This discussion and laboratory will be imbedded in the content and skill base.

The possible pattern of behavior in the classroom we will teach for can be described as follows: Teacher and aide will sit down and plan together

that the aide will apply some techniques for pupil observation to studying a particular child or several children for a stated period of time while the teacher will conduct the usual range of activities. The aide will then report to the teacher on her observations and the team will then make some decision as to what particular curriculum materials will be appropriate for those children. The teacher and aide then will decide which of these the aide may be able to utilize in either individual or small-group work. The aide will carry this activity on with feedback to the teacher as to results. While she is doing this with the child, she will visit the home and teach the mother either the same or a complementary task. The number of home visits which will be made is to some degree a function of size of class and number of aides employed. Generally, visits will be no further apart than once every two weeks. The aide will then report back to the teacher and the cycle will begin again.

Since teacher and aide will be taught the same observation instruments they will have a common language; since teacher and aide will be trained together they will have a common orientation. Both will also know and be able to use techniques for observing the classroom at large, and either the teacher or aide may use these techniques periodically depending upon their own needs and decisions. Sets of such observations, along with the aide's reports on her home visits, will be sent to the University of Florida for evaluation and feedback. Specifically the following are components of the program:

1. Child development and learning. Instructors: I. J. Gordon, B. L. Siegel, and J. M. Newell. Number of contact hours per week--5. Basic content to cover disadvantaged pupils, five and six year olds,

cognitive development, creativity, motivation. Basic approach: Lecture and discussion. Assigned readings in Human Development texts and literature on disadvantaged.

2. Techniques for classroom observation of teacher and class at large. This is an essential component in moving toward changing the nature of the classroom interaction. Continuous monitoring, feedback are necessary for effective development and evaluation of the program throughout the school year. Both teacher and aide will learn a set of systematic observation techniques which can be used throughout the year. Data collected by these techniques will be sent to the University of Florida at least once a month for analysis and feedback. Instructors: R. S. Soar, B. B. Brown, W. F. Breivogel, J. M. Newell, L. Kaplan, R. E. Jester, and G. E. Greenwood. Number of contact hours per week--15. Materials: Close circuit video, video tapes and the systematic observation forms SCOR, TPOR, Reciprocal Categories, Florida Taxonomy, Affective Domain. The basic instructional approach will be laboratory skill training accompanied with minimum of lecture for explanatory purposes.

3. Techniques for pupil observation. Since it will be critical for the teacher and aide to have a common basis for describing and talking about individual pupils so that the teaching team can make decisions about appropriate materials and sequencing for both school and home use, the team will learn a set of observation procedures to be applied to the individual pupil. The basic technique will be time-sampling, making use of the Stanford work in Point-Time Sampling (P. Sears,

R. Sears, L. Katz) and the work of Soar (SCOR). Skill will be attained in the above; in addition, a variety of techniques which can be practiced throughout the year will also be demonstrated, although there is no expectation of creating high skill. These are embodied in Gordon, *Studying the Child in School*. Instructors: R. E. Jester, R. S. Soar, W. F. Breivogel, J. J. Shea, and I. J. Gordon. Number of contact hours per week--5. Close circuit T. V. and T. V. tapes will also be used in this component.

4. For the teachers: Techniques in supervision of another adult in the classroom. This will essentially embody the use of systematic observation and the common language created as the basis for supervision and decision-making. Instructor: L. Kaplan. Number of contact hours per week--3.

5. For aides--parent educators: Techniques for teaching mothers in the home. A primary innovation for the Follow Through communities is the dual use of the aide as a technician in the classroom and as a teacher of the mother. Each community will develop materials that can be used with the child in school. A complementary set of materials or the same set will be used to teach the mother at home so that she can not only participate in the learning process of her child but also get a better grasp of what it is that school is all about. This will be the key and critical role for the parent educator. Her work will be modeled on the present Parent Education Program for teaching mothers of infants and toddlers at the University of Florida. The process will be taught to the parent educator through a series of home visits with the present Florida parent educators (listed on budget as Child

Development Trainers), through discussions and seminars, through role-playing and other forms of practice. Included on the staff will be: Five present parent educators for the two-week period. Most of the training will be on a one-to-one or very small-group basis, including the home visits. The general activity will be under the direction of J. R. Lally, Project Field Director of the program, I. J. Gordon, and two graduate assistants who are familiar with the parent education operation. The number of contact hours a week includes time spent in home visits--10. Materials will be the present Parent Educator Weekly Report and the attitude assessment measures as well as materials from the schools.

6. Teachers need to learn how to describe and organize learning tasks so that specific assignments can be made to the aide for the conduct of work in the room and at home. While the aide is participating in the home visit phase (teachers will also make at least one home visit) this time will be used with the teachers for techniques of supervision mentioned above, but mostly for beginning work on the learning tasks appropriate in each community. These materials will reflect understanding of principles of child development as developed in component 1, so that they can be organized and sequenced appropriately for meeting individual pupil needs. Instructors: J. M. Newell, R. E. Jester, W. F. Breivogel, and B. B. Brown. Number of contact hours per week--6.

6. Practicum and field experience

These have been described as part of 5. Formal Program, since the program will not be formal in the usual sense of the word. All of the observation training and parent education training will be practicum and field experience type.

7. Staff

Director: I. J. Gordon

Assistant Director: J. J. Shea

Full-Time Teaching Staff: W. F. Breivogel

J. M. Newell

B. L. Siegel

R. S. Soar

B. B. Brown

Part-Time Teaching Staff: R. E. Jester

L. Kaplan

G. E. Greenwood

J. R. Lally (not shown on budget, paid on Children's Bureau grant)

5 Parent Educators (Child Development Trainers)

2 Graduate Assistants

8. Evaluation

The training program is the first phase in an integrated program relationship between the University of Florida, Institute for Development of Human Resources and the six Follow Through communities. We have mentioned above that there will be periodic feedback of data. In addition, there will be visits at the rate of at least two days a month, and a pre and posttest assessment of the objectives listed in the Objectives Section.

9. Physical facilities

Housing facilities for families will be available. Since training will take place at the P. K. Yonge Laboratory School and at the Institute headquarters, there is sufficient parking space. Participants will have the use of Camp Wauburg, the University lake side camp located nine miles from campus, and all the usual

recreational facilities of the campus.

Extensive use is planned for close circuit television and portable television units for immediate feedback. The University will provide sufficient space for the adequate instruction of the participants.

10. Library facilities

The Education Library and the Graduate Research Library of the University of Florida will be available for use. In addition, the Institute's collection of special materials on disadvantaged from the ERIC Center at Yeshiva and on early childhood education from the ERIC Center at Illinois will also be available.